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ABSTRACT

This instructor guide provides materials for a cosmetology program in the Department of Defense Dependents Schools. While enabling the high school student to pursue a career in cosmetology or related fields, the program offers consumer skills for all students in personal development, hair styling, make-up, and other areas of cosmetology. Introductory materials include the philosophy of cosmetology, organization and numbering code, and use of symbols. The general and program objectives appear next. Instructional objectives are shown with recommended instructional level, including suggested entry point and level at which proficiency would be expected. An organizational pattern for cosmetology precedes course descriptions and time allocations for modeling (grades 7-12), exploratory cosmetology (7-8), basic cosmetology (8-12), and advanced cosmetology (9-12). Requirements for cosmetology laboratories include functional zones, laboratory layout, and recommended safety and health procedures and practices. Information on mainstreaming covers individualized educational programs and a competency profile for vocational teachers instructing sensory and physically impaired students. The following sample documents/forms are provided: interview form, student daily and yearly records of hours, facility sanitary inspection form, program self-assessment evaluation form, cosmetology progress reports, and certificate of achievement. Lists of suggested laboratory equipment and basic textbooks are appended. (YLB)

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Cosmetology Objectives

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career education

FOREWORD

The Cosmetology Program in the Department of Defense Dependents Schools (DoDDS) is designed to provide students with exploratory experiences and training in personal hygiene and good grooming. There are approximately 18 schools with cosmetology programs in DoDDS.

The program of study will enable the high school student to pursue a career in cosmetology or other related fields. The high school program offers consumer skills for all students in personal development, hair styling, make-up, and numerous other areas of cosmetology.

This manual has been prepared as a guide for the instructor.

Steve Motta
Deputy Director

ACKNOWLEDGEMENTS

The Cosmetology Objectives Manual is a revised version of the 1978 document. We appreciate the efforts of the many DoDDS educators who helped prepare that original document.

During SY 1983-84, educators from five regions (Atlantic, Pacific, Panama, Mediterranean, and Germany) were tasked to review and revise the Cosmetology Objectives. DoDDS is indebted to the many persons throughout the system who contributed to this document and particularly to the following educators:

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PHILOSOPHY OF COSMETOLOGY

The demands for skilled beauticians and aestheticians have increased remarkably. It is one of the leading service industries serving both men and women. The demand for skilled workers has increased steadily. Cosmetology is a profession that can meet the aesthetic needs of every individual. With so much emphasis on the total look, we must improve our information on technical knowledge. Also, since science has developed much new information in the cosmetology/chemical world, we must keep up-to-date on the new scientific knowledge. All of these improvements in technical knowledge have brought about new and better skills, procedures, and techniques for performing cosmetology services.

Instructors in DoDDS have the following convictions about cosmetology.

1. Cosmetology education provides students with an opportunity to develop and improve skills, learning abilities, and attitudes that enable them to become licensed cosmetologists, employed in the beauty business world, and to improve their own personal appearance.

2. Cosmetology helps students develop pleasant attitudes, professional ethics, and an appreciation for the world of work.

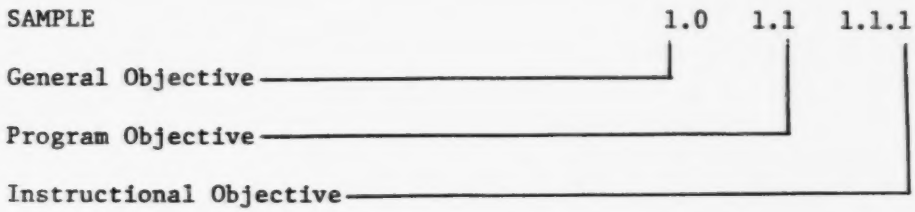
3. Cosmetology provides a depth of study and an understanding of a significant role in today's society.

4. Cosmetology is a unique area of study, because it combines both the art and the science of cosmetology. It includes both the study and the practice of beauty culture and its related areas.

5. Cosmetology is relevant for all people because it increases an understanding in both personal and professional care.

ORGANIZATION AND NUMBERING CODE

The numbering code is used to indicate the levels of the objective.



- The first digit of the number of each statement refers to the general objective.
- The second digit refers to the program objective.
- The third digit refers to the instructional objective.

Instructional objectives are not to be considered inclusive, but are only presented as examples.

The numbering code is used to facilitate:

- Identification of objectives.
- Correlation of objectives with textbook and instructional materials.
- Matching of test items to objectives.

USE OF SYMBOLS

Within the recommended instructional levels, the letter E represents the suggested entry point.

The letter P indicates the level at which proficiency would normally be expected.

All General, Program, and Instructional Objectives should be read with the understanding that they are preceded by the phrase "The learner should..."

	Recommended Instructional Levels			
Sample Objectives	Modeling 7-12	Exploratory Cosmetology 7-8	Basic Cosmetology 8-12	Advanced Cosmetology 9-12
1.3.3 Value self-development.	E ----------	----------	----------	---------- P
2.5.3 Anchor pin curls properly.			E ----------	---------- P

GENERAL AND PROGRAM OBJECTIVES

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1.0	APPRECIATE THE AESTHETICS OF COSMETOLOGY IN OUR CULTURE.	6
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GENERAL OBJECTIVE:

1.0 APPRECIATE THE AESTHETICS OF COSMETOLOGY IN OUR CULTURE.

PROGRAM OBJECTIVE: 1.1 Appreciate the importance of cosmetology aesthetics as they relate to the public.

Instructional Objectives:	Recommended Instructional Level			
	Modeling 7-12	Exploratory Cosmetology 7-8	Basic Cosmetology 8-12	Advanced Cosmetology 9-12
1.1.1 Demonstrate an awareness of the vast development in the field of cosmetology aesthetics.		E ----------	----------	---------- P
1.1.2 Describe the improvements of technological advances on society and the cosmetology profession environment.		E ----------	----------	---------- P
1.1.3 Be a better consumer as a result of awareness of technological advances.	E ----------	----------	----------	---------- P

PROGRAM OBJECTIVE: 1.2 Appreciate the importance of cosmetology aesthetics as they relate to the student.

1.2.1 Demonstrate proficiency in skills and creativity.		E ----------	----------	---------- P
1.2.2 Display pride and loyalty to the cosmetology profession.		E ----------	----------	---------- P
1.2.3 Recognize the prestige and monetary rewards of the cosmetology profession.		E ----------	----------	---------- P
1.2.4 Value self-development.	E ----------	----------	----------	---------- P

GENERAL OBJECTIVE:

2.0 DEMONSTRATE AN UNDERSTANDING OF THE CONCEPTS AND PROCESSES OF COSMETOLOGY.

PROGRAM OBJECTIVE: 2.1 Appreciate the importance of good grooming and personal hygiene.

Instructional Objectives:	Recommended Instructional Level			
	Modeling 7-12	Exploratory Cosmetology 7-8	Basic Cosmetology 8-12	Advanced Cosmetology 9-12
2.1.1 Describe the care of one's own body, skin, and nails.	E ----------	----------	----------	---------- P
2.1.2 Identify appropriate methods and techniques for figure control and physical fitness.	E ----------	----------	----------	---------- P
2.1.3 Select cosmetics and personal items necessary for personal hygiene and good grooming.	E ----------	----------	----------	---------- P
2.1.4 Identify appropriate, current fashion trends in make-up, hair styles, and clothing.	E ----------	----------	----------	---------- P
2.1.5 Practice good nutrition and food habits.	E ----------	----------	----------	---------- P
2.1.6 Demonstrate self-awareness.	E ----------	----------	----------	---------- P
2.1.7 Demonstrate communication skills.	E ----------	----------	----------	---------- P
2.1.8 Demonstrate charm.	E/P	E ----------	----------	---------- P
2.1.9 Demonstrate self-confidence.	E/P	E ----------	----------	---------- P
2.1.10 Demonstrate physical coordination.	E/P	E ----------	----------	---------- P
2.1.11 Practice body carriage through proper posture.	E/P		E ---------	P
2.1.12 Demonstrate gracefulness in body movement.	E/P			
2.1.13 Demonstrate visual poise.	E/P			

PROGRAM OBJECTIVE: 2.2 Apply sanitation and sterilization techniques.

Instructional Objectives:	Recommended Instructional Level			
	Modeling 7-12	Exploratory Cosmetology 7-8	Basic Cosmetology 8-12	Advanced Cosmetology 9-12
2.2.1 Define terminology pertaining to sanitation and sterilization.	E ----------			P
2.2.2 Demonstrate use of antiseptics and disinfectants.	E ----------			P
2.2.3 Practice sanitary and safety precautions.	E ----------			P

PROGRAM OBJECTIVE: 2.3 Perform proper techniques in the care of hands, arms, and feet.

2.3.1 Identify characteristics of hands, arms, and nails.	E ----------			P
2.3.2 Identify various cosmetics used in manicuring.	E ----------			P
2.3.3 Perform a manicure in a systematic and efficient manner.	E ----------			P
2.3.4 Identify nail disorders which may be personally treated and those which should be referred to a physician.			E ----------	P
2.3.5 Demonstrate skill in massage of hands, arms, and feet.	E ----------			P
2.3.6 Identify foot disorders which may be personally treated and those which should be cared for by a physician or specialist.			E ----------	P

PROGRAM OBJECTIVE: 2.4 Apply techniques in shampooing and rinsing of hair.

Instructional Objectives:	Recommended Instructional Level			
	Modeling 7-12	Exploratory Cosmetology 7-8	Basic Cosmetology 8-12	Advanced Cosmetology 9-12
2.4.1 Describe the elements of hygienic care of the hair and scalp.	E ---------- P			
2.4.2 Demonstrate professional methods of shampooing and rinsing.	E ---------- P			
2.4.3 Demonstrate skill in accepted methods of cleaning hair and scalp without water.	E ---------- P			
2.4.4 Identify abnormal conditions of the hair and scalp and select appropriate types of commerical shampoos available for various conditions.	E ---------- P			
2.4.5 Identify disease of hair and scalp that need to be referred to a physician.	E ---------- P			
2.4.6 Demonstrate manipulative skills and routines for effective scalp massage as connected with shampooing.	E ---------- P			

PROGRAM OBJECTIVE: 2.5 Perform the skills of various hair styling techniques.

2.5.1 Demonstrate the ability to cut hair, including forward vertical shaping, diagonal shaping, and reverse vertical shaping.			E ---------- P	
2.5.2 Demonstrate ability to make reverse and forward curls, each with no stem, half stem, and full stem.			E ---------- P	

Instructional Objectives:	Recommended Instructional Level			
	Modeling 7-12	Exploratory Cosmetology 7-8	Basic Cosmetology 8-12	Advanced Cosmetology 9-12
2.5.3 Anchor pin curls properly.		E ---------- P		
2.5.4 Identify a variety of hair styles that can be achieved with rollers.		E ---------- P		
2.5.5 Demonstrate techniques involved in the use of rollers.		E ---------- P		
2.5.6 Shape wet hair into an artistic wave pattern.		E ---------- P		
2.5.7 Combine basic hair-styling techniques to produce a style pattern.		E ---------- P		
2.5.8 Identify different hair styles which compliment various facial shapes.	E ---------- P			
2.5.9 Use electric styling equipment, including blow dryers, curling irons, and electric rollers.	E ---------- P			

PROGRAM OBJECTIVE: 2.6 Perform the procedures for thermal hair relaxing and curling.

2.6.1 Select materials and supplies for thermal hair relaxing and curling.			E --------- P	
2.6.2 Identify individual difference in hair texture prior to performing thermal hair relaxing and curling.			E --------- P	
2.6.3 Practice safety measures necessary when performing thermal hair relaxing and curling.			E --------- P	

Instructional Objectives:	Recommended Instructional Level			
	Modeling 7-12	Exploratory Cosmetology 7-8	Basic Cosmetology 8-12	Advanced Cosmetology 9-12
2.6.4 Use various thermal hair relaxing and curling equipment.			E --------- P	
PROGRAM OBJECTIVE: 2.7 Apply techniques in shaping hair.				
2.7.1 Diagram a cross section of the structure of the hair and identify the parts.			E --------- P	
2.7.2 List the four important qualities by which hair is judged.			E --------- P	
2.7.3 Identify terms used in hair shaping.			E --------- P	
2.7.4 Identify the implements used in hair shaping.			E --------- P	
2.7.5 Demonstrate techniques of thinning, razor shaping, scissors shaping, and shingling.			E --------- P	
PROGRAM OBJECTIVE: 2.8 Perform proper techniques for a chemical hair relaxing.				
2.8.1 Give a predisposition test for scalp and hair analysis.			E --------- P	
2.8.2 Analyze hair porosity, elasticity, and processing time for best results.			E --------- P	
2.8.3 Match the correct commercial product to specific hair texture for chemical hair relaxing.			E --------- P	
2.8.4 Use safety precautions when performing chemical hair relaxing.			E --------- P	

	Recommended Instructional Level			
	Modeling 7-12	Exploratory Cosmetology 7-8	Basic Cosmetology 8-12	Advanced Cosmetology 9-12

Instructional Objectives:

PROGRAM OBJECTIVE: 2.9 Perform operations to create both traditional, modern permanent waves, and reconstruction curls.

2.9.1	Identify the basic requirements which must be performed before giving a permanent wave.	E --------- P
2.9.2	Prepare a test curl.	E --------- P
2.9.3	Demonstrate sectioning and blocking.	E --------- P
2.9.4	Select permanent waving solutions and rods most suitable for type and texture of the hair to be waved.	E --------- P
2.9.5	Demonstrate step-by-step procedures for applying a permanent wave.	E --------- P
2.9.6	Select reconstruction curl solution and rods most suitable for type and texture of hair to be curled.	E --------- P
2.9.7	Demonstrate step-by-step procedures for applying and timing reconstruction solutions.	E --------- P
2.9.8	Demonstrate reconstruction retouch techniques.	E --------- P

	Recommended Instructional Level			
	Modeling 7-12	Exploratory Cosmetology 7-8	Basic Cosmetology 8-12	Advanced Cosmetology 9-12

Instructional Objectives:

PROGRAM OBJECTIVE: 2.10 Perform techniques for hair coloring.

2.10.1 Identify temporary and permanent hair-coloring products and their respective effects upon the hair. E --------- P

2.10.2 Apply a strand test to determine the condition and color result of the hair. E --------- P

2.10.3 Apply a skin patch test to determine patron sensitivity to the product to be used. E --------- P

2.10.4 Mix correctly a variety of permanent hair colorings. E --------- P

2.10.5 Advise patron on individual hair coloring needs. E --------- P

2.10.6 Apply the sequential procedures required to obtain the desired color when bleaching virgin hair. E --------- P

2.10.7 Demonstrate procedure for frosting, tipping, or streaking hair. E --------- P

2.10.8 Demonstrate hair retouch techniques. E --------- P

PROGRAM OBJECTIVE: 2.11 Perform techniques in preparing and applying hair pieces.

2.11.1 Identify basic differences in the various types of wigs and hair pieces. E/P E --------- P

2.11.2 Demonstrate methods for fitting and adjusting wigs and/or hair pieces. E/P E --------- P

Instructional Objectives:	Recommended Instructional Level			
	Modeling 7-12	Exploratory Cosmetology 7-8	Basic Cosmetology 8-12	Advanced Cosmetology 9-12
2.11.3 Demonstrate safe and accepted methods in cleaning and drying wigs and/or hair pieces.	E/P		E --------- P	
2.11.4 Demonstrate skill in specialized comb-out techniques pertinent to the styling of wigs and/or hair pieces.	E/P		E --------- P	
2.11.5 Identify the methods used in the coloring of wigs and/or hair pieces.	E/P		E --------- P	
PROGRAM OBJECTIVE: 2.12 Apply techniques in the care of skin.				
2.12.1 Identify the disorders and diseases of the skin.	E ---------- P			
2.12.2 Identify skin diseases to be referred to the dermatologist.	E ---------- P			
2.12.3 Match skin care problems with make-up needs.	E ---------- P			
PROGRAM OBJECTIVE: 2.13 Demonstrate make-up application.				
2.13.1 Identify the functional properties of cosmetics.	E/P		E --------- P	
2.13.2 Apply artificial eye-lashes.	E/P		E --------- P	
2.13.3 Demonstrate the artistic application of make-up for day and evening wear.	E/P		E --------- P	
2.13.4 Use make-up to minimize facial defects.	E/P		E --------- P	

	Recommended Instructional Level			
	Modeling 7-12	Exploratory Cosmetology 7-8	Basic Cosmetology 8-12	Advanced Cosmetology 9-12

Instructional Objectives:

PROGRAM OBJECTIVE: 2.14 Apply techniques for limited body therapy.

2.14.1 Identify the physical and psychological effects of a massage. E --------- P

2.14.2 Identify the nerves, muscles, and histology of the skin. E --------- P

2.14.3 Identify equipment and function of the equipment used in massage. E --------- P

2.14.4 Demonstrate techniques for providing a massage. E --------- P

PROGRAM OBJECTIVE: 2.15 Perform procedures for applying electrical and light therapy to treat scalp and skin disorders and diseases.

2.15.1 Identify units of electrical measurement. E --------- P

2.15.2 Describe the applications of electrical current to cosmetology. E --------- P

2.15.3 Employ various appliances used in cosmetology. E --------- P

2.15.4 Employ safety precautions when using electrical appliances. E ---------- P

2.15.5 Describe the application of ultra-violet and infra-red light rays to cosmetology. E --------- P

2.15.6 Describe the effect of visible light upon the skin. E --------- P

	Recommended Instructional Level			
	Modeling 7-12	Exploratory Cosmetology 7-8	Basic Cosmetology 8-12	Advanced Cosmetology 9-12
Instructional Objectives:				
PROGRAM OBJECTIVE: 2.16 Practice public relations and ethical techniques related to salon management.				
2.16.1 Discuss employer-employee responsibilities.	E/P	E	----------	P
2.16.2 Identify laws governing the employer and employees.	E/P	E	----------	P
2.16.3 Identify factors to be considered when seeking employment.	E/P	E	----------	P
2.16.4 Practice salon ethics.		E	----------	P
2.16.5 Identify licensure and the responsibility to the public it implies.		E	----------	P
2.16.6 Identify the responsibilities of a receptionist, including appointments, telephone techniques, public relations, grievances/complaints, and ordering-purchasing stock.		E	----------	P
2.16.7 Identify business and law practices related to operating a salon.		E	----------	P

GENERAL OBJECTIVE

3.0 DEMONSTRATE THE ABILITY TO USE AND APPLY SAFETY AND HEALTH PROCEDURES

PROGRAM OBJECTIVE: 3.1 Follow safety procedures.

3.1.1 Follow exit directions during fire emergencies.	E/P	----------
3.1.2 Use electrical equipment properly.	E/P	----------
3.1.3 Store implements and chemicals in designated safe locations.	E/P	----------

Instructional Objectives:	Recommended Instructional Level			
	Modeling 7-12	Exploratory Cosmetology 7-8	Basic Cosmetology 8-12	Advanced Cosmetology 9-12
3.1.4 Identify occupational safety hazards frequently associated with cosmetology.		E ----------	----------	---------- P
3.1.5 Use a general lab safety check list.		E ----------	----------	---------- P
PROGRAM OBJECTIVE: 3.2 Demonstrate good personal grooming and hygiene practices.				
3.2.1 Describe the requirements necessary for personal hygiene.	E ----------	----------	----------	---------- P
3.2.2 Discuss how hygiene contributes to health, beauty, and a good professional appearance.	E ----------	----------	----------	---------- P
3.2.3 Demonstrate appropriate physical fitness.	E ----------	----------	----------	---------- P
3.2.4 Identify appropriate clothing (including jewelry) for the cosmetology laboratory.	E/P	E ----------	----------	---------- P
PROGRAM OBJECTIVE: 3.3 Apply the basic principles of bacteriology.				
3.3.1 Identify the various types of bacteria and their relationship to sterilization and transmittal of disease.		E ----------	----------	---------- P
3.3.2 Use sterilization equipment to prevent the spread of disease.	E ----------	----------	----------	---------- P
3.3.3 Explain how bacteria grows and reproduces.			E ---------	P

Instructional Objectives:	Recommended Instructional Level			
	Modeling 7-12	Exploratory Cosmetology 7-8	Basic Cosmetology 8-12	Advanced Cosmetology 9-12
3.3.4 List factors that contribute to bacterial growth.			E ---------	P
3.3.5 List methods of preventing bacterial growth.	E ----------			P
3.3.6 Identify the courses of infections.			E ---------	P

PROGRAM OBJECTIVE: 3.4 Demonstrate sterilization and sanitation techniques.

3.4.1 Apply sanitary practices in the daily use of cosmetics and beauty supplies in the laboratory.		E ----------		P
3.4.2 List safety precautions in the practice of sterilization.		E ----------		P
3.4.3 Identify quaternary amonium compound and its use.		E ----------		P
3.4.4 Use common antiseptics and disinfectants.	E ----------			P
3.4.5 List various methods used in sterilizing implements.		E ----------		P
3.4.6 Identify the various types of communicable diseases.			E ---------	P

GENERAL OBJECTIVE:

4.0 INTEGRATE SKILLS, ATTITUDES, AND KNOWLEDGE NECESSARY FOR A SUCCESSFUL COSMETOLOGY CAREER.

Recommended Instructional Level

Modeling 7-12	Exploratory Cosmetology 7-8	Basic Cosmetology 8-12	Advanced Cosmetology 9-12

Instructional Objectives:

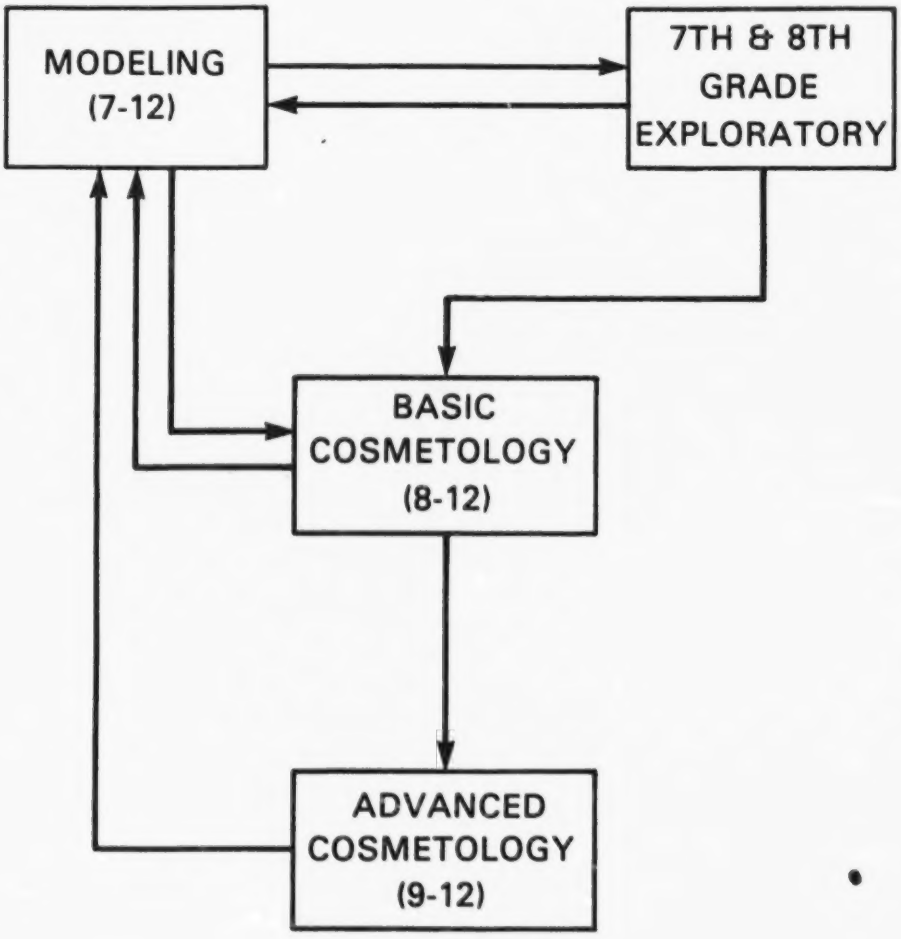
PROGRAM OBJECTIVE: 4.1 Identify several sources of occupational information.

4.1.1	Select field trip or community experiences to enhance knowledge of cosmetology.	E ---------- P	
4.1.2	Identify resources and books as reference material for career opportunities.	E ---------- P	
4.1.3	List several different state requirements for licensing.	E ---------- P	

PROGRAM OBJECTIVE: 4.2 Develop behavioral patterns acceptable to job requirements.

4.2.1	Practice proper work rules.	E/P	E ---------- P
4.2.2	Demonstrate basic reading and math skills needed for success in cosmetology.	E ---------- P	

Organizational Pattern for Cosmetology



COURSE DESCRIPTION AND TIME ALLOCATIONS

MODELING

Modeling is a personal development course. The course provides self-awareness of one's strengths, weaknesses, desires, and the knowledge of personality traits and appearance that lead to success in the world. In addition, the course teaches techniques and proper attitudes for getting along with others. Students study skin care, cosmetic application, hair beautification, visual poise, wardrobe planning, personality development, body perfection, business etiquette, and job acquisition skills. This course is generally taught for one or two semesters.

EXPLORATORY COSMETOLOGY

Exploratory Cosmetology that is taught in the 7th and 8th grades introduces cosmetology as a profession in terms of its need in our society and its aesthetic and monetary rewards. The students will be introduced to content topics and laboratory activities that emphasize the following aspects of cosmetology: appreciation for the importance of good grooming and personal hygiene, performing proper techniques in skin and hair care, applying proper sanitation techniques, developing visual poise and personality, and developing professional ethics. This course is usually taught for a minimum of 90 contact hours.

BASIC COSMETOLOGY

Basic Cosmetology introduces students to the theory and practice of cosmetology with emphasis on the following topics: hair cutting, roller placement, pin curling, hair styling, fingerwaving, hair lightening, permanent waving, hair coloring, hair waving, facials, massage, manicuring, facial make-up, shampooing, thermal hair styling, and scalp treatments.

Since this is a laboratory course, students will spend a large percent of the time developing manipulative skills.

The topics in this course are generally covered in a two-semester course.

ADVANCED COSMETOLOGY

Advanced Cosmetology should provide the student with experiences to increase their manipulative skills and related technical knowledge. The classroom and laboratory experiences will also enable the student to pursue cosmetology as a career and potential licensing in the United States. Advanced Cosmetology is usually taught in one-semester blocks with eight semesters obtainable if the student covered basic cosmetology prior to the ninth grade.

TIME ALLOTMENTS FOR COSMETOLOGY PROGRAMS

The determination of time allotments needed for the study of cosmetology at various levels is an important consideration for the development of cosmetology offerings within the total school program. The fact that these programs can contribute significantly to the development of each individual student necessitates their inclusion in all curriculum areas.

The following consideration for the elementary, middle/junior high, and senior high school program lengths is based on content. The content of the general programs in cosmetology should be structured so as to permit individual student participation regardless of any prior cosmetology experiences. Such considerations as the social, psychological, and psychomotor needs of the individual must be built into the time allotment at the local level. The following are the recommended minimum time requirements for all students:

1. ELEMENTARY SCHOOL - (Program should provide broad exploratory opportunities.)

   Cosmetology should be regularly infused into the normal classroom activities at each grade level.

2. MIDDLE/JUNIOR HIGH SCHOOL - (Program should provide continuity and breadth.)

   A minimum of 90 hours should be provided in the content area of cosmetology. In addition, elective courses of either a semester or a year in length are recommended.

3. SENIOR HIGH SCHOOL - (Program should provide both breadth and depth.)

   High school experiences for students should include cosmetology courses which provide and utilize continuing and in-depth experiences.

COSMETOLOGY LABORATORY

The cosmetology laboratory will provide a total training area for instruction and practice necessary to attain entry-level skills in the cosmetology profession and prepare the student for advanced standing if he or she continues training to gain a state license. The environment should simulate a complete beauty shop and, as the required practices are dependent to a large extent on outside customers, the environment and decor should result in "the best beauty shop in town." However, where space is limited, instruction should have a priority over environment.

The recommended laboratory area of approximately 1,800 square feet (sq. ft.) should provide the following sub-areas (see suggested cosmetology laboratory diagram, page 26):

a. Customer reception and waiting area with outside entrance
b. Shop area with hair-dressing booths and dryer areas
c. Separate instruction area
d. Teacher's office area
e. Storage room (approximately 100 sq. ft.)

The customer reception area can be screened by fold-wall or free-standing partitions six feet high. This area should be carpeted. Telephone service should be provided in the customer reception area. This area should accommodate up to six waiting customers and a small reception desk for appointments and payments.

The lab area should provide a minimum of 15 hair-dressing stations, at least six of which should have shampoo bowls with hot and cold water and shower spray. Stations should have full-width mirrors and full-width formica counter tops with drawer storage on one side and closed shelving on the other. Each station must have a 110- and 220-volt electrical outlet. The central area of the laboratory must have 110-volt electrical outlets to accommodate a minimum of ten hair dryers (12 are preferred) and wet and dry sanitizers.

A vinyl fold-wall should close off a section (approximately 400 sq. ft., minimum) of the shop area to form the general instructional area. This area will be used part-time for demonstrations and teaching. Provisions should be made for darkening this area for audiovisual projections. A foldaway chalkboard should be provided, but should not detract form the decor of the shop area when not in use.

The storage area should have 18-inch deep adjustable shelving from floor to ceiling on all interior walls. An automatic washer and dryer must be accommodated in the storage room.

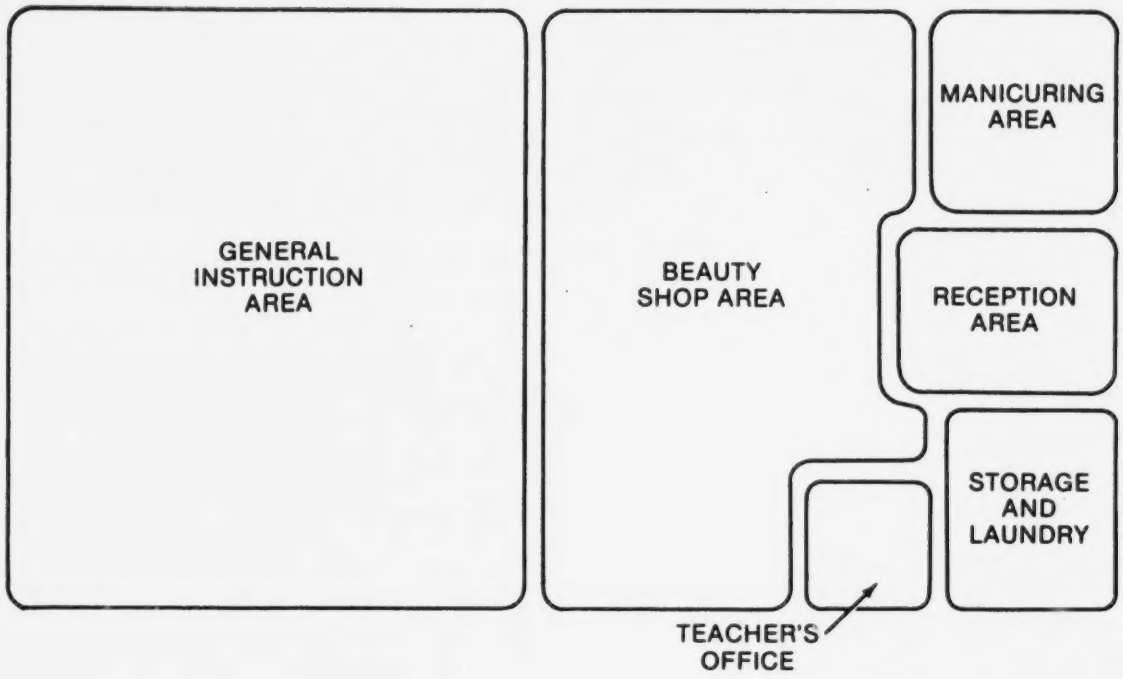
Restrooms should be located near the cosmetology laboratory. They may be in the main school corridor.

The location of the laboratory should be such that there can be an outside customer entrance. This entrance should be near a parking area where customers may leave their cars while in the laboratory.

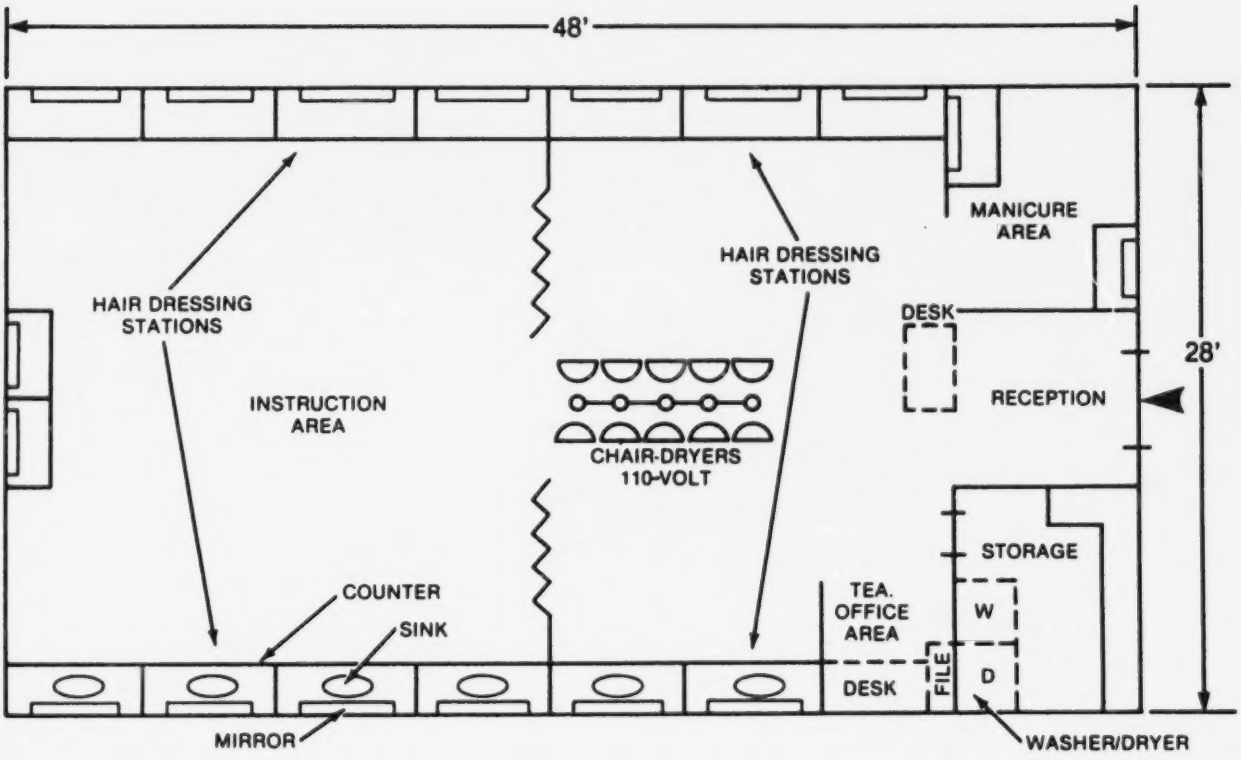
Lighting in the shop or practice area should provide 100-foot candles at table-top height.

If a full cosmetology laboratory is not available for use in the Junior High Exploratory Program, the laboratory provided should include 300 sq. ft., with space for three shampoo bowls, two commercial dryer chairs, and a small reception area.

Suggested Cosmetology Laboratory Functional Zones



Suggested Cosmetology Laboratory



SAFETY AND HEALTH*
RECOMMENDED PROCEDURES AND PRACTICES

A comprehensive safety and health program is essential to the success of a school's quality cosmetology offerings. The program should provide a safe environment and promote improved lifelong student attitudes and practices regarding safety and health.

Program - Learning experiences and activities are designed for the development of knowledge, skills, and attitudes concerning the safe use of tools, machines, materials, and processes.

1. Teachers should prepare a written plan for a comprehensive safety and health program.
2. Administrative personnel should provide input for and approval of the safety and health program.
3. Community resources should provide input to the safety and health program.
4. Safety and health information should be included in the instructions for all laboratory activities.
5. Teacher and student activities should reinforce safety and health instructions.
6. Safety and health instructions should be adapted to the individual student's needs.
7. Safety and health practices should be monitored continuously and reviewed annually by the teacher.
8. Local administrators should assess the safety and health program and make recommendations for its improvement.
9. Proper authorities, external to the school, should inspect the program periodically and report on the safety and health program.
10. Teachers and administrators should review each recorded accident and study all possible unsafe practices with a view to correcting verified deficiencies.

Physical Environment - The physical facilities and equipment are designed, constructed, and maintained to ensure a safe and healthful learning environment.

1. Cosmetology laboratory equipment should be standard beauty salon equipment.
2. Laboratory facilities should meet appropriate safety and health laws and regulations.
3. Proper exhaust systems equipment, which removes fumes and dust from the room, should be provided.

*Standards for Industrial Arts Programs Project, Virginia Polytechnic Institute and State University, November 1981. (Revised to reflect Cosmetology.)

4. Appropriate equipment should be provided to heat, cool, and ventilate all instructional and ancillary zones.
5. Approved safe cabinets, containers, or storage room should be provided to store flammable and corrosive materials.
6. Special safety and health accommodations should be provided for students with special needs.
7. Floors and all other surfaces should be kept free of waste material, grease, and obstructions.
8. Fire extinguishers of the correct class will be provided in appropriate locations.
9. A first-aid kit and related emergency supplies will be provided in accordance with local regulations.
10. Equipment will be selected on the basis of its ability to support safe achievement of program objectives.
11. Machines and tools will be placed, arranged, and mounted (if necessary) in a safe and functional manner.
12. All machines and power tools will be provided with approved commercial guards and safety devices.
13. Any machine or tool found to be unsafe will be immediately removed from service until safety standards can be met.
14. Specially adapted personal protection devices will be available for and used by students with special needs.
15. Personal protection devices requiring sanitation will be sanitized after each use.
16. Plumbing fixtures shall be of impervious material and a type which is readily cleanable.
17. Floors should be of such construction to be easily cleaned. They should be kept cleaned and in good repair. There shall be no accumulation of dust and dirt on floors.
18. No hair shall be allowed to accumulate on floors.
19. Shelves, furniture, and fixtures shall be kept clean and free of dust, dirt, and hair.
20. Lighting fixtures shall be in sufficient number and placed so as to provide adequate illumination.
21. Storage cabinets with tight fitting doors shall be provided for clean linen and towels.
22. A suitable covered receptacle shall be provided exclusively for soiled towels or linen.
23. Suitable covered containers for hair, paper, and other waste material shall be provided.
24. Brushes and combs shall be thoroughly cleansed and disinfected after use with each customer.
25. Common finger bowls are to be prohibited. Sanitary paper inner cups shall be used for each customer and to be disposed after each use.
26. A clean, unused sheet of paper or towel shall be placed on the head rest before any patron reclines in a chair.
27. A clean, unused paper strip or towel shall be placed completely around the neck of each customer before any apron or hair cloth or any other protective device is fastened around the neck.
28. The use of alum or any other astringent in stick form is prohibited for stopping the flow of blood. Use only powdered or liquid astringents.

29. All instruments used must be thoroughly disinfected after serving each customer.
31. The use of powder puffs, neck dusters, and sponges is prohibited.
32. All pins, clips, rollers, and other implements used in the curling of hair shall be cleansed and sterilized after each use.
33. Sanitary covered containers shall be provided and contain a fumigant for the storage of implements identified in item 31 when not in use.
34. All cosmetology laboratories should have the following equipment: hot and cold running water supply, shampoo basin, dryer, wet sterilizer, dry sterilizer, closed container for clean linen, covered container for soiled linen; adequate supply of sterilizing solution; combs for each operator, adequate supply of towels, brushes, cloth and rubber capes, neck strips, head rests and spatulas, lotion containers.

Records: Records are on file to document the existence of an effective safety and health program.

1. Lesson plans documenting provision for safety and health instructions should be on file.
2. Inspection, maintenance, repair, and replacement records will be current and on file.
3. Inspection, maintenance, repair, and replacement records will be current and on file.
4. Records of each accident and the follow-up procedures taken will be on file.
5. Emergency procedures for responding to accidents will be posted and on file.

INDIVIDUALIZED EDUCATIONAL PROGRAMS (IEP)*

Included in Public Law 94-142 is the concept of individualized educational program for handicapped students. Each student is to have an individually prescribed program of studies containing short- and long-term goals, based on diagnosis of the student's learning abilities. The law states:

> "A written statement for each handicapped child developed in any meeting by a representative of the local educational agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children, the teacher, the parents or guardians of such child, and whenever appropriate, such child, which statement shall include (a) a statement of the present levels of educational performance of such child, (b) a statement of annual goals, including short-term instructional objectives, (c) a statement of the specific educational services to be provided to such child, and the extent to which such child will be able to participate in regular educational programs, (d) the projected date for initiation and anticipated duration of such service, and (e) appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved."

Since the cosmetology teacher will be involved in the planning and implementing of the instructional program for the particular cosmetology course in which the handicapped students are enrolled, the teacher should make every effort to participate actively in the development of the IEP's. This active participation will help to insure that unrealistic or unreachable goals are not established for those phases of the student's programs which include the cosmetology teacher's area of expertise. Furthermore, planning appropriate instruction is crucial if handicapped students are to achieve their highest level of skill in the particular cosmetology classes involved. A side benefit of active participation in the writing of the IEP is the opportunity for working directly with the special education personnel, the student's parents, and the administration. Direct communication will help to prevent misunderstanding or confusion on the part of all parties involved.

One facet of the role of the cosmetology educator, or any other teacher, is to provide information to appropriate persons for the indentification of students with special needs. The major parts of the teacher's role, however, are those traditionally associated with helping students to learn, instructing and evaluating students. However, assisting students with special needs will probably require that the teacher reexamine methods, materials, motivational devices, and evaluation techniques.

*Courtesy of South-Western Publishing Company, Cincinnati, Ohio, Mainstreaming in Business Education, Momograph 135, March 1981. (Revised to reflect cosmetology)

Diagnosis

Two vitally important elements essential to the development of the IEP are those of diagnosis and task analysis. The task analysis is based upon the interpretation of the diagnostic reports pertaining to the handicapped student.

The individual with special needs must first be identified, tested, and evaluated for learning according to the diagnosis of the special need. Once the diagnostic reports are adequately interpreted, the development of an appropriate program begins. Acting cooperatively, the cosmetology teacher, special education resource persons, and other key professional staff members begin the process of planning the educational program for specific individuals. The basis for the planning is the development of the learner's profile which includes information about the student's learning strengths, weaknesses, and occupational interests.

Task Analysis

Inherent in the development of the IEP is the need for the cosmetology teachers to realistically assess methods, media, and content pertinent to any given course or occupational cluster. For the first time, cosmetology teachers may realize that not every student needs to complete every part of any one course.

A study should be made of available resources and the competencies required for work in today's society. Each individual program for a special needs learner is planned, implemented, and evaluated by a team composed of representatives from the areas of expertise mentioned earlier. Periodic assessment of the learner's progress is used to provide information not only of educational gains, but of the status of the handicapping condition.

A career cluster analysis is similar to a job or task analysis. The planners are identifying skills, knowledges, and basic competencies to be incorporated into the individualized instructional plans for the learner. Thus, the team must identify tasks and the essential knowledges and skills necessary for the performance of the task within designated occupational clusters and/or courses. Additionally, the team must determine the competencies and the levels of competency that can be realistically achieved by the special needs student.

COMPETENCY PROFILE FOR VOCATIONAL TEACHERS INSTRUCTING
SENSORY AND PHYSICALLY IMPAIRED STUDENTS*

A. Develop a positive attitude toward working with sensory and physically impaired in the regular program.

1. Assess own attitude toward working with handicapped individuals.
2. Participate in activities simulating handicapping conditions.
3. Identify myths, misconceptions, and stereotypes.
4. Identify handicapping characteristics of students.
5. Identify economic indicators supporting hiring of the handicapped.
6. Consult with persons working successfully with handicapped to demine why they are committed.
7. Observe handicapped in successful roles (e.g., on the job).
8. Interact with handicapped individuals.
9. Review legislation concerning handicapped.
10. Persist in the fact of seeming failure.

B. Implement modification in the physical setting.

11. Identify architectural barriers.
12. Recommend needed changes in facility design.
13. Determine the special safety conditions that may be required by the handicapped students.
14. Modify work stations as needed.
15. Secure/adapt appropriate equipment as needed by students.

C. Modify curriculum and instruction.

16. Identify and verify vocational skills needed by each student to meet career goals.
17. Identify and verify related skills (reading, math).
18. Identify jobs on career hierarchy/ladder.
19. Match/modify jobs on career hierarchy/ladder to students' ability.
20. Determine if texts/materials are appropriate to students' reading levels.
21. Adapt materials to individual learning styles.
22. Develop materials to meet individual learning styles.
23. Teach job-seeking skills.
24. Teach job-survival skills.
25. Modify length of training period to meet students' needs.
26. Promote use of open-entry/open-exit programming.
27. Use a competency-based grading system to supplement "grade" with competency profile.

*Courtesy of South-Western Publishing Company, Cincinnati, Ohio, Mainstreaming in Business Education, Monograph 135, March 1981.

28. Employ alternative teaching practices (e.g., peer tutoring, small group discussions).
29. Individualized teaching practices.
30. Use specialized language instruction techniques (e.g., to teach vocabulary).
31. Use a multisensory approach to instruction.
32. Adapt/use media for individual needs (e.g., captions).
33. Simplify instructions of essential tasks.
34. Identify instructional resources, materials, and techniques available to the teacher.
35. Use supportive instructional services.
36. Provide frequent reinforcement and success experiences.
37. Review effectiveness of curriculum and instruction regularly, and update as required.
38. Modify instructional evaluation techniques, as needed.

D. Participate in ongoing evaluation concerning sensory and physically impaired.

39. Develop skills in recognizing students with handicaps.
40. Review any existing student records.
41. Devise informal measures for assessing students' abilities.
42. Identify student learning styles.
43. Assess students' motor skills in relation to occupational skills required.
44. Determine if the disability is, in fact, a vocational handicap.
45. Participate in development of individualized student plans (e.g., IEP's).
46. Involve students/parents on an ongoing basis.
47. Monitor and update student goals, based on student progress.
48. Provide student with realistic picture of job skills needed and time required to reach career goal.

E. Develop effective communications.

49. Establish rapport with students.
50. Facilitate the productive integration of the disabled with their peers.
51. Assist students in developing realistic goal-setting skills.
52. Involve students in developing their own individual programs.
53. Provide assertiveness training for students.
54. Teach appropriate situational responses/discrimination skills.
55. Secure feedback from individual students on how well the program is meeting their needs.
56. Use student contracts (performance contracting, behavior contracting).
57. Relate self-awareness activities to career goals.
58. Develop functional means (e.g., sign language) to communicate with students having communication deficits.
59. Observe nonverbal behaviors as indicators of feelings.
60. Ensure that your communication patterns (verbal, nonverbal) do not single out handicapped students as different.

61. Use active listening techniques.
62. Work cooperatively with other support/resource persons (e.g., interpreter, itinerant teachers) in the classroom.
63. Maintain liaison with special education personnel as needed or required.
64. Communicate with guardians, employers, agencies, and all others affecting handicapped students.
65. Facilitate the placement of handicapped by working with employer.
66. Encourage administrators to support creative/alternative instructional approaches.

F. Identify and utilize supportive services (on campus and in the community).

67. Identify needs students have.
68. Obtain or develop a director of support services.
69. Participate in activities designed to increase your knowledge of what services do and how to use them.
70. Inform students of relevant services available to them.
71. Match students' needs with available services.
72. Identify appropriate contact persons for teachers.
73. Initiate referral process as appropriate (inform service, refer student).

G. Provide aid in emergencies.

74. Be alert to the types of emergencies that might occur for individual students.
75. Identify legal implications involved in giving aid.
76. Identify emergency procedures to be followed.
77. Obtain training in types of aid for individual students.
78. Identify/contact emergency resources.

H. Continue professional growth.

79. Work toward improving the climate for acceptance in yourself, in colleagues, in employers.
80. Review related literature.
81. Participate in orientations and workshops.
82. Observe/interact with colleagues who are doing a model job in teaching handicapped students.
83. Participate in experiences that promote creative development and exchange (e.g., problem sharing with colleagues).
84. Participate in/support professional groups dealing with handicapped.
85. Include in your own professional development plans and steps to acquire additional skills for teaching the handicapped.

COSMETOLOGY FORMS

Sample Documents/Forms

1. Interview Form
2. Student Daily Record of Hours
3. Student Yearly Record of Hours
4. Facility Sanitary Inspection Form
5. Cosmetology Program Self-Assessment Evaluation Form
6. Cosmetology Progress Report
7. Certificate of Achievement

These forms may be altered to fit local requirements or procedures, but should be used in all Cosmetology programs.

INTERVIEW FORM

NAME _____ DATE & TIME OF INTERVIEW _____

Position applying for: _____

Time available for work: _____

Person(s) to contact for interview: _____ Telephone: _____

Location: _____

For the person doing the interview, please check the word or phrase that best describes the student. Ask the student for a written job application. This could be used and kept by you to help you know more about this applicant. This form is to be enclosed in the envelope provided and returned via the student.

I. APPEARANCE

A. Dress

___ 1. Exceptionally neat. ___ 2. Quite acceptable. ___ 3. Somewhat careless. ___ 4. Unacceptable for this work.

B. Grooming

___ 1. Exceptionally well groomed. ___ 2. Quite acceptable. ___ 3. Marginal. ___ 4. Unacceptable for this work.

C. Posture

___ 1. Walks, sits, and handles self exceptionally well. ___ 2. Quite acceptable. ___ 3. Somewhat careless.
___ 4. Poor posture, detracts from overall appearance.

II. VERBAL EXPRESSION

A. Voice Quality

___ 1. Exceptionally pleasing sound. ___ 2. Quite acceptable. ___ 3. Needs some work. ___ 4. Unacceptable for this job.

B. Conversational Manner

___ 1. Talks very freely, distinctly, and grammatically correct. ___ 2. Seems to carry on a conversation fairly well.
___ 3. Somewhat hesitant and sometimes hard to understand. ___ 4. Has difficulty carrying on conversation.

C. Questions

___ 1. Asked appropriate questions very clearly and tactfully. ___ 2. Asked some appropriate questions.
___ 3. Asked some questions, but with some difficulty. ___ 4. Asked no questions

III. TEMPERAMENT

___ 1. Appears relaxed, calm, and confident. ___ 2. Somewhat nervous, but sufficiently controlled and confident.
___ 3. Shy, timid, reserved. ___ 4. Too nervous, too shy, or just not suited for the job.

IV. ATTITUDE

___ 1. Seems to be very enthusiastic, open, tolerant, optimistic. ___ 2. Shows some enthusiasm, willingness to learn.
___ 3. Hard to say, but appears to want to give it a try. ___ 4. No evidence for success in this area.

V. KNOWLEDGE SKILLS

___ 1. Seems to have a very clear understanding of this area of work. ___ 3. Has little knowledge, but seems willing to learn.
___ 3. Has little knowledge, but seems willing to learn. ___ 4. Has no knowledge and at loss as far as discussing this field or skills needed.

VI. WRITTEN EXPRESSION (as indicated on application)

___ 1. Very neat, complete, grammatically correct. ___ 2. Acceptable
___ 3. Somewhat incomplete, sloppy, carelessly worded ___ 4. Unacceptable; gives very poor impression.

FOR INTERVIEWER: Please check as you wish.

___ 1. I would gladly accept this student.
___ 2. I would accept this student with some reservations. Please state conditions.
___ 3. This student is unacceptable for this job. Please comment.

Signature _____
Telephone Number _____

BEST COPY AVAILABLE

Student Daily Record of Hours — Cosmetologists

Form 2

STUDENT NUMBER _____

STUDENT NAME _____

STUDENTS: This is your scholastic record. Keep it neat and accurate or it may mean a loss of hours for you.
Mark "C" for class; "D" for demonstration; "M" for model in box with instructor's signature.

SUBJECT	APPLIED EFFORT										
Shampooing	OPR.		OPR.		OPR.		OPR.		OPR. TODAY	OPR. PRIOR	OPR. CUM.
Hair Styling											
Chemical Waving and Straightening											
Haircutting and Shaping											
Haircoloring											
Scalp & Hair Treatments											
Facials											
Manicuring											
Chemistry											
CLASSROOM INSTRUCTION	HRS	INST SIGN	HRS	INST SIGN	HRS	INST SIGN	HRS	INST SIGN	HOURS TODAY	HOURS PRIOR	HOURS CUM.
Cosmetology Chemistry											
Sterilization & Sanitation											
Other Classroom Instruction											
Additional Instruction and Training											

We certify, under penalty of purjury, to the correctness of the above mentioned hours and operations of applied effort.

Prior	
Today	
Cum.	

_____
Signature of Student Date

_____
School Date

Form 3

Cosmotology Students Yearly Record of Hours

SCHOOL_____ YEAR_____

TEACHER_____

STUDENTS	Sterilization & Sanitation	Hair Styling	Chemical Waving &	Hair Color	Scalp & Hair Treatments	Hair Shaping	Manicuring	Facial	Shampoo & Rinses	Chemistry	TOTAL

38

Form 4

SANITARY INSPECTION FORM

Date: _____ Facility: _____

Inspector: _____ Accompanied by: _____

Rating: _____

	Satisfactory	Unsatisfactory
Building: (condition, air-conditioned, or screened)	_____	_____
Light and Ventilation	_____	_____
Cleanliness of shop: (floors, walls, sinks, individual stations)	_____	_____
Personal Cleanliness: (outer coats or uniforms)	_____	_____
Practices: (cleaning of instruments, washing of hands after each patron, etc.)	_____	_____
Reclining Chairs: (clean headrest with changeable covers where applicable)	_____	_____
Lavatories: (adequate, clean hot and cold running water, signs posted to wash hands)	_____	_____
Approved Disinfectants: (present, with covered container)	_____	_____
Neck strips with dispenser or clean towel used on each patron	_____	_____
Clean outer drape cloth	_____	_____
Closed linen and equipment cabinets	_____	_____
Covered metal waste container	_____	_____
Closed soiled line containers	_____	_____
Storage space for custodial supplies and equipment	_____	_____
Prohibited items	_____	_____
All containers are properly labeled	_____	_____

COSMETOLOGY PROGRAM SELF-ASSESSMENT INSTRUMENT

Following is a questionnaire containing statements that evaluate various elements necessary to successful cosmetology programs. By using this instrument as a self-assessment tool, teachers can take an in-depth look at their cosmetology programs.

The instructor should give him/herself a rating for each item from 0-4. Four is the highest rating an item may receive, zero is the lowest. Once the evaluation is completed the ratings of each area should be totaled and divided by the number of items in that area. This will produce a mean for each area.

LAB MANAGEMENT

Instruction in Cosmetology Programs requires a laboratory environment with appropriate equipment/tools and an adequate supply of materials for student activity.

To what extent:

0 1 2 3 4	Is the equipment representative of that being used in related industries?
0 1 2 3 4	Does the equipment represent a commitment to provide exploration in a wide variety of experiences and in-depth training?
0 1 2 3 4	Is all equipment operative and in good working order?
0 1 2 3 4	Does the teacher maintain a list of needed equipment and instructional supplies for the program, which is submitted to the administration at least once a year?
0 1 2 3 4	Have items on the submitted list been purchased?
0 1 2 3 4	Are timely replacements made when new equipment is needed?
0 1 2 3 4	Are timely repairs made on malfunctioning equipment?
0 1 2 3 4	Does the teacher maintain a repair parts listing and operator's manual for each piece of laboratory equipment?
0 1 2 3 4	Is a complete inventory, updated annually, maintained on all equipment in the department?
0 1 2 3 4	Are adequate financial records maintained, including receipts and purchase orders, on all financial transactions within the program?
0 1 2 3 4	Is a system being utilized for daily usage, accountability, and storage of small equipment and handtools?
0 1 2 3 4	Is storage of tools, materials, and projects organized to provide security and full use of equipment?
0 1 2 3 4	Is the classroom, laboratory, and storage area orderly and attractive, providing an example of good housekeeping?
0 1 2 3 4	Are student clean-up activities an integral part of the cosmetology course of study?
0 1 2 3 4	Are safety considerations an integral part of all class and individual instruction?

0 1 2 3 4	**Is equipment fully guarded, and are procedures implemented to assure compliance with good safety practices?**
0 1 2 3 4	**Are accident records maintained?**
0 1 2 3 4	**Are eye safety devices worn as a common practice when warranted?**
	TOTALS
	MEAN

TEACHER INSTRUCTION

Effective class instruction combines cognitive information and tactile activities designed to enable students to utilize ideas, knowledge, tools, equipment, and materials.

To what extent:

0 1 2 3 4	Does the instructor exhibit the personal qualifications to be an effective teacher (the ability to lead, organize, maintain class control, supervise, communicate, etc.)?
0 1 2 3 4	Does the instructor maintain an annual teaching plan which includes sequential learning activities for the instructional training program?
0 1 2 3 4	Does the instructor give students and parents, at the beginning of the course, a clear understanding of the requirements and the grading system to be used?
0 1 2 3 4	Does the instructor adapt methods of teaching to individual needs, interests, and rates of learning?
0 1 2 3 4	Do students work without constant direction and/or questions?
0 1 2 3 4	Is a lesson schedule, which includes approximately 50 group presentations (10 minutes or equivalent) per semester, used with all classes?
0 1 2 3 4	Does the instructor's performance include spontaneity, a relevant introduction, two-way communication, answerable questions, summation, and praise for participation?
0 1 2 3 4	Are a variety of student project activities evident?
0 1 2 3 4	Are provisions made for the display of student work?
0 1 2 3 4	Is a record of pupil attendance in class maintained?
0 1 2 3 4	Is a record of individual student progress and activities kept?
0 1 2 3 4	Does the instructor exhibit enthusiasm and motivation for his/her program?
0 1 2 3 4	Does the instructor correlate his/her instruction and work harmoniously with other teachers and support staff?
0 1 2 3 4	Does the teacher enrich the curriculum with related resources (guest speakers, audio-visuals, demonstration teams, etc.)?

0 1 2 3 4	Do classes visit businesses and industries related to their occupations?
0 1 2 3 4	Does the teacher use evaluation results to revise the curriculum to improve the program?
0 1 2 3 4	Does the instructor keep the administration adequately informed on cosmetology education departmental activities?
0 1 2 3 4	Does the instructor continue professional growth through participation in college credit courses, workshops, and other sources of training?
0 1 2 3 4	Does the instructor continue professional growth through personal contacts in business and industry?
	TOTALS
	MEAN

CURRICULUM

Special concerns of the Cosmetology Program are: (1) common learnings needed by all persons to function effectively in our industrial, technological society; (2) appropriate work attitudes; (3) interest, abilities, and skills; (4) problem solving; and (5) understanding the world of work.

To what extent:

0 1 2 3 4	Are prospective students given a clear understanding of the purpose and nature of the program prior to or immediately following the beginning of the school term?
0 1 2 3 4	Does the course of study list exit competencies, i.e., what the student will have when he/she leaves the course?
0 1 2 3 4	Are the DoDDS curriculum materials (both student and teacher) utilized for each particular program area?
0 1 2 3 4	Is the program designed to serve boys and girls of all ability levels, providing hand-on activities which interpret the technology of our industrial society?
0 1 2 3 4	Is each student offered the opportunity to discover and develop personal talents in the realm of technology?
0 1 2 3 4	Does the program function with a proper balance between theory, laboratory, and leadership development activities?
0 1 2 3 4	Is the course of study periodically revised to meet changing and future community, mechanical, and technological needs?
	TOTALS
	MEAN

ADMINISTRATIVE AND COUNSELOR SUPPORT

It is essential that adequate administrative support be provided and that optimum communications and cooperation among staff, counselors, administration, students, parents, and community be maintained at all times.

To what extent:

0 1 2 3 4	Is a description of each course included in a handbook of courses for use by students, parents, and guidance counselors?
0 1 2 3 4	Is there a functioning public relations program that utilizes a variety of methods and materials?
0 1 2 3 4	Does the school practice an equal access policy with respect to student admission to the career technical program?
0 1 2 3 4	Is enrollment in the cosmetology programs based upon student interest, aptitude, and attitude?
0 1 2 3 4	Is there a cooperative approach between the guidance counseling staff and teachers in the application of career guidance?
0 1 2 3 4	Are counselors taking time to assist the cosmetology teacher in providing career guidance services?
0 1 2 3 4	Is the community invited to visit the school facilities?
0 1 2 3 4	Are provisions made to express appreciation to the community for its continued support?
	TOTALS
	MEAN

SAMPLE COSMETOLOGY PROGRESS REPORT

November 3, 1983
(Date)

TO: Parents/Sponsors of my Cosmetology and Modeling classes

FROM: (Teacher) (School)

The _____ quarter of this 1983-84 school year is a little over half completed and it is at this time that teachers are requested to send "failure" notices to the parents/sponsors of students who, indeed, are currently failing. In lieu of sending such notices, I prefer sending this style of a "progress report" to the parents/sponsors of every one of my students to convey levels of achievement reached thus far.

Here you can see the _____ grades (student name) has received to date. (A grade of "zero" indicates one of three things: (1) the paper was turned in blank; (2) the student did not make up a missed quiz or test; or (3) the student communicated with another during testing time.)

____ A's ____ B's ____ C's ____ D's ____ F's ____ 0's

While I consider it essential that students review materials covered in class on a daily basis, I have given only _____ assignments that were specifically to have been completed outside class time. The information below indicates the level of accomplishment of these.

_____ 95-100% completed

_____ 70-95% completed

_____ less than 70% completed

(student name) has been absent _____ of the _____ times the class has met.

If you feel it desirable to see me regarding the above given information, please have your son/daughter set up an appointment with me which is convenient for you.

Sincerely,

Teacher Name

CERTIFICATE OF PROFICIENCY

in *is awarded*

to

This Day of_____ 19_____

_____
Principal

_____
School, Country

_____
Instructor

LIST COMPETENCIES ON BACK OF CERTIFICATE AND INITIAL EACH ONE.

SUGGESTED COSMETOLOGY LABORATORY EQUIPMENT

Equipment Description	Suggested Quantities
Brushes	1 gross
Combs	3 gross, assorted
Clippies	24 boxes
Mirrors, hand	30
Shampoo capes	1 gross
Trash can, covered	3
Linens, towels	1 gross
Facial sheets	6
Bobby pins	10 boxes
Hair pins	10 boxes
Rubber gloves, assorted sizes	24 pair
Rollers	24 sets
Electric hood dryers	12
Closed towel cabinet	1
Styling chairs, hydraulic	1 per work station
Cold wave rods	24 sets
Foot stool	3
Marcel irons (different sizes)	12
Electric curlers	3 sets
Hot comb, electric	6
Uniperm system	2
Test-curl cup	3
Automatic brush cleaner	6
Oil heater manicure	3

Equipment Description	Suggested Quantities
Pressing comb	12
Marcel heater	6
Electric massage vibrator	4
Color accelerator lights	1
Curling irons, electric	12
Foot tub	1
Hair lifter	12
Hair analysis machine	1
Washer	1
Dryer	1
Razor	12
Blades	1 gross
Sprayer and professional bowl	6
Shears, assorted sizes	24 pairs
Styling station	8
Comb-out cape	6 dozen
Frosting cap sets with crochet hook	24
Tweezers, assorted sizes (eyebrows)	24
Reclining chairs	6
Thinning shears	12 pair
T-pins	6 boxes
Wet sterilizers	6
Headblock holder, Mannequin	1 per student
Electric blow dryers	16
Electric curl brushes	16

Equipment Description	Suggested Quantities
Wiglet form	12
Electric clippers, assorted sizes	12
Scalp brush	24
Timers	6
Heating cap	6
Emery boards	6 dozen packs
Nippers	12
Cuticle pushers	3 dozen
Finger bowls	12
Nail files, assorted	3 dozen
Orange wood sticks	3 dozen
Polish tray	6
Manicure table	5
Nail brush	3 dozen
Manicure lamp	1 per table
Manicurist stool	5
Supply tray	5
Hair spray gun	12
Manicure chair (customer)	3
Ultraviolet sanitizer	3

*BASIC TEXTBOOKS FOR

COSMETOLOGY

(Approved for Adoption April 6, 1984)

TITLE	AUTHOR	PUBLISHER	COPYRIGHT DATE
EXPLORATORY, 7-8			
The World of Cosmetology	Oakley	McGraw-Hill Co.	1980
COSMETOLOGY, 9-12			
Standard Textbook Of Cosmetology	Kibbi	Milady Publ. Co.	1981
MODELING, 9-12			
A Woman's Guide To Business And Social Success	Tolman	MPC Educational Publ.	1982
May Kay Guide	Kay	Addison-Wesley Publ.	1983

* For ordering these basic textbooks and other supplementary materials, refer to the DoDDS BOSS catalog.

DISTRIBUTION: B, K, L, M, Q (as required to schools with this program)

BEST COPY AVAILABLE